

English Version

# IQRA'

The Quick Method of  
Learning To Read  
**AL-QURAN**

Rasmul Utsmani

USTAZ HAJI AS'AD HUMAM

أقرأ



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DARUL KITAB



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LEARNING TO READ  
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*Rasmul Utsmani*

Compiler  
USTAZ HAJI AS'AD HUMAM

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Publisher  
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منٲري فنڊيڊيقن مليسيا  
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**PREAMBLE**

*I would like to congratulate Darul Kitab for their success in publishing this book "IQRA' The Quick Method of Learning to Read Al Quran". This book was completely edited by the panel of tashih from the Ministry of Education Malaysia.*

This method of learning to read Al Quran was arranged by Ustaz Haji As'ad Humam from Yogyakarta, Indonesia. After a thorough research, the Ministry of Education Malaysia have decided to adopt this method as a teaching guide for reading the Al Quran in all primary schools throughout Malaysia. This method was identify to be very effective in helping student to read Al Quran in a short period of time successfully. Besides Malaysia, this method was also adopted as one of the method in reading Al Quran by ASEAN countries.

Iqra' method emphasis the teaching of reading Al Quran through the phonic method as how Jibril thought Prophet Muhammad (PBUH) to read Al-Quran and Prophet Muhammad (PBUH) later thought his family and companions the same method in reading Al Quran. This method was known as " *Talaqqie Musyafahah* " which will help children age from four to seven years old reading Al Quran in a short period of time excellently.

Based on thorough research conducted by the Ministry of Education Malaysia, this book was found to be very effective and aligned with the KBSR curriculum. It will also benefit Malaysian Muslims community in the effort to practice the reading of Al Quran as a way of life. I believed and confident that this book will help student in all primary and secondary school in reading Al Quran.

Finally, I would like to congratulate the publisher and heartiest thank for their commitment and cooperation given to the Ministry of Education Malaysia in the effort to eliminate the illiteracy of Al Quran among student. I hope that this continuous effort will be achieved successfully.



(DATO' SRI MOHD. NAJIB)

## FOREWORD

*Alhamdulillah*, the effort to tackle Al Quran illiteracy in Indonesia has been a success, be it with collaborative support from all sides be it from the Ulil Amri, Ulil Amwal, Ulil Albab or even the public.

The problem of Al Quran illiteracy amongst Indonesian Muslims is very serious. The quest for new methods and the most practical yet easy system is serve as a teaching guide to read the Al-Quran and is suitable for all levels of the community is an ongoing process.

In 1988, the compilation of the book “ *IQRA’ The Quick Method of Learning to Read Al-Quran* ” was completed. This book is actually an extension and improvement of the Baghdadiyah method. In a trial run, the book of six volumes was found to be effective, easy and practical for all ages. Since 1992, *alhamdulillah*, the book has had been the major guide for teaching Al-Quran recital amongst the Indonesian Muslims at home.

This book has been adopted by the Ministry of Education Malaysia as a teaching guide for reading the Quran in all primary schools, certain secondary schools and institutions throughout the country. This makes us very happy and proud.

We wish to convey our heartiest thank you to the Government of Malaysia in taking this wise step. It is our hope that this collaborative effort and cooperation will receive *redha* and *tawfiq* from Allah the almighty and also strengthen the *Ukhuwah Islamiyah* between Indonesia and Malaysia, amen.

Yogyakarta, Januari 1997



**Property Inheritance Administrator**  
**Allayarham Haji As'ad Humam**

## PUBLISHER'S PREFACE

*Praise be to Allah*, the Lord of the worlds and peace be upon the noblest of all the messengers our Prophet Muhammad (*PBUH*), his family and his companions.

By the grace of Allah, we have made the effort to published this book “*IQRA' The Quick Method of Learning to Read Al-Quran*”. This success is not only that of the author and publisher, but it is also the success of the Muslims community in Malaysia. At the moment, Malaysia is trying very hard to inculcate Islam as an Ad-Din (the way of life), which would not be understood properly if the people were still Al Quran illiterate.

Hence, the publish of this book would also contribute to the effort in motivating and guiding students and teachers in the process of learning Al Quran as a key factor in meeting the future challenge. This is because Al Quran lighten one's life, not only in Dunia but also in Akhirah, as the noblest messenger our Prophet Muhammad (*PUBH*) once said to Abu Dzar :

*“Be perseverance in taqwa to Allah, for it is the basis of anything that you do. Be consistent in reciting Al-Quran because in doing so, it can enlightens your life not only in this world but also in the hereafter”*

We hope that this book which comprises of six volumes, would benefit and giving necessary guidance in learning to read the Al Quran.

*Publisher*

*Darul Kitab Sdn Bhd*



## TEACHING GUIDE : *BOOK 1*

### 1. Methods of teaching.

1.1. The method teaches students to become active. Teacher as a facilitator and only giving example.

1.2. Teacher will examine student's reading one by one.

1.3. Bright students helping out the weak ones.

### *Notes :*

*If necessary students are divided into groups according to their status of achievement.*

2. Teacher will show reading example, not explanation.

3. If students can read correctly, teacher did not have to repeat it again.

4. If students are confuse, to read short alphabet with long reading, teacher need to correct them immediately and clearly.

5. If students are still confuse in reading certain alphabets, teacher need to correct them by using the following method :

- 5.1. Signs or signals : words like “ *o oh* ” or be careful !! etc. If students are still confuse, teacher need to help them in remembering the alphabets. For example the sound of “ زَ ” (ZA), teacher need to gives them a path to remember such as “ if there is no dot it is read as : “ رَ ” (RA ) and if the students still forget then the teacher will have to say the correct sound.
6. Book 1, introduces the sound of fathah alphabets, only those students who have successfully finished book 1 will proceed to book 2, even though the students are still not competent in reading the sound of certain words such as :

شَ، سَ، ضَ، ظَ، زَ، عَ، ذَ، قَ، أ، خَ

7. Bright students who are able to read competently, can proceed to the next page without finishing the current page.
8. Teacher will evaluate student’s achievement and record the evaluation.

BEGIN BY READING ( أ = A ) ( ب = BA )  
 AND SO ON, DO NOT SPELL IT,  
 READ IT SHORT

أ ب

ب أ ب أ ب أ

ب أ ب أ ب أ

ب أ ب أ ب أ

ب أ ب أ ب أ

ب أ ب أ ب أ

ب أ ب أ ب أ

BEGIN BY READING

( أ = A ) ( ب = BA ) ( ت = TA ) AND SO ON,  
DO NOT SPELL, READ IT SHORT

بَ تَ

أَ تَ بَ تَ بَ أَ

تَ أَ بَ تَ بَ أَ تَ

بَ تَ أَ تَ بَ أَ تَ

تَ أَ تَ بَ أَ تَ

أَ تَ بَ تَ أَ تَ

أَبَ تَ أَ بَ تَ

بَ تَ ثَ

ثَ أَ بَ    ثَ بَ ثَ

بَ تَ ثَ    بَ أَ ثَ

أَ تَ بَ    ثَ بَ ثَ

تَ بَ ثَ    أَ ثَ ثَ

تَ ثَ أَ    بَ ثَ ثَ

ثَ بَ ثَ    ثَ بَ ثَ

أَ بَ ثَ    أَ بَ ثَ

ج

|   |   |   |   |
|---|---|---|---|
| ج | أ | ج | أ |
|---|---|---|---|

|   |   |   |   |
|---|---|---|---|
| ج | ب | ج | ت |
|---|---|---|---|

|   |   |   |   |
|---|---|---|---|
| ج | أ | ج | ب |
|---|---|---|---|

|   |   |   |   |
|---|---|---|---|
| ج | أ | ب | ج |
|---|---|---|---|

|   |   |   |   |
|---|---|---|---|
| ج | ج | ج | أ |
|---|---|---|---|

|   |   |   |   |
|---|---|---|---|
| ج | ج | أ | ج |
|---|---|---|---|

أ ب ت ج

ج ح

ج أ ح ج ح ث

ح ج ث ح ث

ج ح ث أ ح ب

ج أ ح أ ح ح

ث ح ب ح ح أ ح

أ ج ح ج أ ح ح

أ ب ث ث ج ح

ج ح خ

ح أ خ ج أ خ

ث أ خ ج ث ج

ب أ خ ث ح ث

ج أ خ ب ح ث

ث أ خ ج ح ث

أ خ ج ح خ

أ ب ث ج ح خ



د

نخ د ح د د نخ

ح د ح ح د ح د

نخ ح ح ح د ح د

ح ح ح ح د ح د

ح ح ح ح د ح د

ح ح ح ح د ح د

أ ب ت ث ج ح خ د

دَ دَ

دَ دَ دَ دَ دَ دَ دَ دَ

دَ دَ دَ دَ دَ دَ دَ دَ

دَ دَ دَ دَ دَ دَ دَ دَ

دَ دَ دَ دَ دَ دَ دَ دَ

دَ دَ دَ دَ دَ دَ دَ دَ

دَ دَ دَ دَ دَ دَ دَ دَ

أَبَ تَ تَ جَ حَ خَ دَ دَ

ر

دَا • رَا • دَا • رَا • دَا • رَا • دَا • رَا

رَا • حَا • دَا • رَا • دَا • رَا • دَا • رَا

رَا • حَا • دَا • رَا • دَا • رَا • دَا • رَا

بَا • رَا • دَا • رَا • دَا • رَا • دَا • رَا

حَا • رَا • دَا • رَا • دَا • رَا • دَا • رَا

خَا • رَا • دَا • رَا • دَا • رَا • دَا • رَا

أَبَاتَاتَا • حَا • دَا • رَا

ر ز

ر أ ز د ر ز

ز د ر ز خ د

ز ح د ز ر ز

خ ر ج ز ت د

ب ز ر ز ح د

ج أ خ ز أ ز

أ ب ت ث ج ح خ د ذ ر ز

س

ز أ س ز ر س

س س خ ذ ح س د

س س خ ثا ج ز ر

س س ب ثا ذ ر س

س س خ ذ ز ح د

س س ج ثا أ ب ت

ث ج ح خ ذ ز ر س

## س ش

سَ أَشَّ سَ شَشَّ زَتَّ شَّ

شَّ ذَثَّ دَرَسَّ شَتَّ دَدَّ

زَحَثَّ خَشَبَّ جَرَسَّ

سَ شَأَّ رَشَّ ذَحَّ سَدَّ

ذَخَّ زَأَّ سَشَّ شَزَّ

خَسَّ دَشَّ زَجَّ أَبَّتَّ

ثَجَّ حَخَّ دَذَّ رَزَّ سَشَّ

## ص

صَ أَشَّ صَ شَزَّ صَ رَصَّ

صَ ثَذَّ دَ سَصَّ شَرَ تَ

صَ خَصَّ حَ صَدَّ ذَرَ حَ

حَ ذَرَ شَبَّ صَ سَجَزَ

صَ دَخَّ حَجَّ ذَشَرَ زَ

تَخَّ صَ أَبَّ تَثَّ حَجَّ حَ

خَ دَذَّ رَزَّ سَشَّ صَ

## ص ض

صَأْضَ حَضَرَ أَصْضَ

شَأْضَ شَخْزَ ضَرْبَ

صَحْثَ صَدَزَ دَشْضَ

سَحْذَ رَصَدَ ضَتَذَ

ثَخْزَ ضَجَذَ سَأْشَ

صَرْضَ أَبَتْ ثَجَحْخَ

دَذَرَزَ سَشْصَضَ



ط

طَ أَضَ زَ طَ شَ حَ جَ طَ

تَ صَ ضَ ذَ طَ سَ زَ دَ طَ

دَ ضَ صَ سَ رَ طَ شَ ضَ ثَ

شَ خَ طَ طَ حَ ذَ بَ صَ ضَ

ذَ رَ طَ جَ زَ ضَ ثَ أَ شَ

سَ خَ طَ أَبَ تَ ثَ جَ حَ خَ

دَ ذَ رَ زَ سَ شَ صَ ضَ طَ

طَظَّ

ظَأَّ طَ بَ طَظَّ ظَاحَ دَ

سَخَصَّ ظَ دَخَصَّ ظَ طَاحَ دَ

شَأَّظَّ سَرَصَّ زَخَّ طَ

ثَرَصَّ زَخَّ ضَّ تَخَصَّ ظَ

صَدَشَّ جَطَّضَّ شَطَّظَّ

أَبَّ تَثَّ جَحَّخَّ دَ دَ

رَزَّسَّ شَصَّضَّ طَظَّ

ع

ظَ أَع تَع رَ بَع طَ

صَع زَ صَع ضَ دَح ظَ

بَع ثَ سَع ظَ شَ طَع

جَخ ذَ ضَع شَ زَأ ضَ

عَج ظَ دَط ضَ طَع طَ

أَب تَ ثَج حَ خَ دَ دَ

رَزَسَ شَ صَ ضَ طَ ظَ عَ

ع ع

عَ أ ع د عَ ظ عَ ط ع

ث عَ ظ ج عَ ظ سَ ط ع

ح رَ ظ ش عَ ط ص رَ ع

ز حَ ظ ض عَ ذ ت عَ ض

ش رَ ظ ط عَ ظ ب عَ ص

أ ب ت ث ج ح خ د ذ ر ز

س ش ص ض ط ظ ع غ

## فَ

فَ أَغَ فَ عَضَ غَ فَ صَ

فَ تَحَ غَ جَ زَ حَ فَ ظَ

طَ عَ دَ صَ فَ غَ شَ خَ ضَ

سَ غَ ظَ خَ فَ دَ شَ غَ ضَ

فَ زَ عَ ثَ غَ طَ ظَ فَ رَ

أَبَ تَ ثَ جَ حَ خَ دَ ذَ رَ زَ

سَ شَ صَ ضَ طَ ظَ عَ غَ فَ

## فَ قَ

قَبْضَ قَطْفَ فَرْقَ

ثَغْظَ فَقْظَ سَعْفَ

حَدْخَ قَفْصَ عَقْدَ

ضَغْظَ شَفْعَ زَقْفَ

أَبْ تَثَجَّحْ دَدْ

رَزْ سَشْ هَضْ

ظَظْ عَغْ فَايَ

ك

كَخَق كَقَخ كَق

صَح ك عَطَف ش ك ر

ج ك ت ق ك ف ذ غ س

ص د ث غ ف ك ز ك ط

أ ب ت ث ج ح خ د د

ر ز س ش ص ض ط ظ

ع غ ف ق ك

ل

قَالَ بَجَعَ لَخَلَطَ

ذَكَرَ غَلَظَ قَفَصَ

حَالَفَ دَغَسَ شَكَ لَ

ضَرَاعَ زَتَظَكَ لَ

أَبَتَ ثَجَحَ خَدَدَ

رَزَسَ شَصَصَ

طَظَعَ غَفَقَكَ لَ



م

غَمَّ ضَ لَمَّ سَ جَمَّ عَ

فَرَضَ كَرَمَ خَلَطَ

صَمَّ دَ ظَلَّتْ ذَمَّ زَقَ

شَمَّ لَ فَكَّحَ غَمَّ مَ

أَبَّ تَ ثَجَّ حَخَّ دَ

رَزَّ سَ شَصَّ ضَطَّ

عَغَّفَ قَكَّ لَمَّ

ن

نَظَفَ نَغَشَ طَعَنَ

صَمَخَ قَرَنَ خَلَقَ

زَمَنَ كَذَبَ جَنَدَ

كَانَسَ لَحَظَ مَنَنَ

أَبَثَثَ جَحَخَ دَدَدَ

رَزَسَ شَصَصَ طَطَطَ

عَغَفَقَ كَلَمَنَ

و

وَزَرَ وَلَغَ دَوْمَ

فَطَانَ قَوْمَ ظَجَعِ

كَوَنَ سَكَتَ خَوْصَ

شَوْلَ ذَحَضَ وَنَ وَ

أَبَاتَ جَحَخَ دَدَ

رَزَسَ شَصَصَ طَطَ

عَغَفَقَكَ لَمَنَ وَ

هـ

هَمْ شَى جَ هَدَ دَوَّهَ

فَاخَعَ طَاهَرَ وَضَحَ

وَهَّظَ كَمَنْ زَهَّفَ

سَهَلَ ذَغَصَ جَهَّهَ

أَبَتَتْ جَاخَخَ دَدَ

رَزَسَ شَصَصَ طَطَّ

عَغَفَقَ كَلَمَنَ وَهَّ

يَ

ضَيَ رَ ضَحَيَ زَيَ نَ

سَيَ غَ وَكَلْ هَيَ خَ

طَهَ ظَ شَيَ عَ وَقَفَ

هَيَ مَ جَذَثَ يَدَيَ

أَبَتَثَ جَحَخَ دَذَرَ

سَسَ شَصَصَ طَظَعَ غَ

فَقَكَ لَمَنَ وَهَيَ

أ = ا

ر = م      م = م

ب ر أ      ب ر م      ق م أ

أ م م      ج ن أ      س ع ل

ر ن ق      م د ح      غ م م

ل ع ك      م ش ع      م د م

س ي ر      ج ن م      ك ب د

م ق ت      ك ل م      ح س ن

ثَبَّتَ جَحَّخَ دَذَرَ

زَسَسَ أَصَّضَ طَظَّعَ

غَفَّقَ كَلَّمَ نَوَّهَ

حَهَّلَ بَيَّنَّءَأَرَ

بَعَثَ جَحَّخَ دَذَرَ

زَسَسَ أَصَّضَ طَظَّعَ

غَفَّقَ كَلَّمَ نَوَّهَ

هَيَّئَتْ أَكَلَّ مَرَّنَ وَ

ATTENTION!

DIFFERENTIATE CLEARLY BETWEEN:

أ - ع      ث - س

ح - ه      ث - ش

ج - ز      س - ش

ذ - ز      س - ص

خ - غ      ق - ك

خ - ق      ذ - ظ

ك - ق      ظ - خ



## EVALUATION FOR BOOK 1

PLEASE REPEAT, IF READING IS  
STILL NOT FLUENT

أَب ت ث ج ح خ د ذ ر ز

س ش ص ض ط ظ ع غ

ف ق ك ل م ن و ه ء ي

ي ء ه و ن م ل ك ق ف

غ ع ظ ط ض ص ش س

ز ر ذ د خ ح ج ث ت ب أ

IF READING IS FLUENT AND  
COMPETENT, PROCEED TO BOOK 2

## INTRODUCING THE "HIJAIYAH" ALPHABETS

Qaf = ق

Kaf = ك

Lam = ل

Mim = م

Nun = ن

Wau = و

Ha = ه

Hamzah = ء

Ya = ي

Zai = ز

Sin = س

Syin = ش

Shad = ص

Dhad = ض

Ta = ط

Zha = ظ

'Ain = ع

Ghain = غ

Fa' = ف

Alif = ا

Ba = ب

Ta = ت

Tha = ث

Jim = ج

Ha = ح

Kha = خ

Dal = د

Dzal = ذ

Ra' = ر

This page is used to assist students in remembering and avoiding errors in reading.

Students who are well versed or can learn by themselves the names of the 'hijaiyah' alphabet, but if they have doubts pertaining certain difficult words such as: ض, ظ, غ, they should consult their teacher.



بَيِّنَاتٌ مِّن تَعَلُّمِ الْقُرْءَانِ وَعِلْمِهِ

*The Contents of  
This Book Have Been  
Checked, Corrected By The Author,  
And Tashih By The Ministry of  
Education Malaysia*

*Panel of Tashih From  
The Ministry of Education Malaysia*

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Mohd. Yusoff Bin Jam

Mohd. Shahran Bin Hj Imran

Muhammad Bin Abd. Rahman

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